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ABSTRACT

This teacher's guide provides activities about the National Air and Space Museum (Washington, DC) for students to complete. The guide includes primary and secondary source materials for teachers to photocopy and use during their study of African Americans in aviation based on the exhibition "Black Wings: The American Black in Aviation." Designed for students in grades 5-9, the teacher's guide includes four activities, each taking about 50 minutes or one class period. The guide is divided into six sections: (1) "How to Use This Teacher's Guide"; (2) "The Exhibition and the Tour"; (3) "Activity 1: Meet the Pioneers of Black Aviation"; (4) "Activity 2: The World War II Era: Overcoming Obstacles"; (5) "Activity 3: At the Museum: Find a Hero at the 'Black Wings' Exhibition"; and (6) "Activity 4: Planning a Career in Aviation". Each activity provides an overview and background information; states objectives; considers preparation; suggests a step-by-step procedure; and addresses reflection and discussion, extensions, and curriculum connections. Contains many vintage photographs, provides teacher resources, and a certificate of participation. (BT)

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Smithsonian
National Air and Space Museum

TEACHER GUIDE

ED 480 844

African American Pioneers in Aviation

1920–Present

SO 035 362

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TUSKEGEE AIRMEN ARTWORK, "THESE ARE OUR FINEST," BY ROY LAGRONE IS ON THE COVER OF THE PRINT VERSION OF THIS PUBLICATION.

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This Teacher's Guide was produced to provide educators with information and activities to enhance the educational content of the exhibition, "Black Wings: The American Black in Aviation," and the tour, African Americans in Air and Space. To schedule a group visit, contact the Office of Tours and Scheduling at (202) 357-1400. For more information about education programs at the Museum, contact Educational Services, National Air and Space Museum, Smithsonian Institution, Washington, D.C. 20560-0305.

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"These Are Our Finest" Tuskegee Airmen Artwork by Roy LaGrone
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How to Use This Teacher's Guide

This Teacher's Guide provides activities for your students to do before, during, and after their visit to the National Air and Space Museum. Whether you plan to visit the exhibition, "Black Wings: The American Black in Aviation," or take the tour, African Americans in Air and Space, you will find this guide helpful in planning your visit. It includes primary and secondary source materials for you to photocopy and use during your study of African Americans in aviation. If your students won't be visiting the Museum, they can complete most of the activities in the classroom or at airports and cultural institutions in their own community.

Designed for students in Grades 5 through 9, the Teacher's Guide includes four activities, each taking about 50 minutes, or one class period:

- Activity 1 and Activity 2 are to be completed in your classroom before your optional visit to the Museum.
- Activity 3 is to be done while visiting the "Black Wings" exhibition.
- Activity 4 follows the visit; it is to be completed in the classroom.

You may do only a part or all of the activities in the Teachers Guide with your students. The activities are designed for maximum flexibility, and they allow students to work individually or in groups. You may complete some or all of the parts of each activity or go beyond the activity to complete the extensions.

To book the free, hour-long tour, African Americans in Air and Space, call the National Air and Space Museum's Office of Tours and Reservations at (202) 357-1400.

Something special for your students! Included is a Certificate of Participation (see page 50) that may be photocopied for each student participating in the activities. The Certificate is a great way to motivate and reward your students for their efforts. You may wish to distribute the Certificates at an awards assembly or post them in the classroom with the students' responses to the activities in the Guide.

NATIONAL EDUCATION STANDARDS ADDRESSED IN THIS GUIDE

International Reading Association/National Council of Teachers of English Standards for the English Language Arts

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Standards for United States History from the National Center for History in the Schools, University of California, Los Angeles

Standard 1: Chronological Thinking

- Reconstruct patterns of historical succession and duration.

Standard 2. Historical Comprehension

- Reconstruct the literal meaning of a historical passage.
- Identify the central question(s) the historical narrative addresses.
- Read historical narratives imaginatively.
- Draw upon visual, literary, and musical sources.

Standard 3. Historical Analysis and Interpretation

- Identify the author or source of the historical document or narrative.
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

Standard 4. Historical Research Capabilities

- Formulate historical questions.
- Obtain historical data.
- Interrogate historical data.

Standard 5. Historical Issues-Analysis and Decision Making

- Identify issues and problems in the past.
- Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.

Career Readiness Content Standards from the Center for the Education and Study of Diverse Populations

Standard 1. Students will identify their career interests and aptitudes to develop an educational plan which supports career goals.

Standard 2. Students will demonstrate the technological knowledge and skills required for future careers.

The Exhibition and the Tour

THE EXHIBITION—"BLACK WINGS: THE AMERICAN BLACK IN AVIATION"

The term, *black aviation,* describes a historical fact: For the first half century of powered flight, blacks flew in segregated circumstances. The story of black aviation is one of breakthroughs against restrictions. First, such isolated pioneers as Bessie Coleman overcame the entrenched discrimination of the time. Coleman's brief career as a stunt pilot inspired a generation of black youth. Even so, at the time of Lindbergh's historic flight to Paris in 1927, only a few blacks had become aviators. Racial prejudice excluded most.

In the 1930s African Americans formed flying clubs to promote aviation in the black community. The clubs made it possible for African Americans to participate in aviation: Their members trained pilots and mechanics and promoted aviation through publications, lectures, and even air "circuses." These air shows drew the curious with promises of "aerial acrobatics, rolls, turns, spins, ribbon cutting, crazy flying." During 1933-34 the long-distance flights of C. Alfred Anderson and Dr. Albert E. Forsythe displayed both flyers' skills while appealing for equality in aviation. In Los Angeles William J. Powell set up the Bessie Coleman Aero Club and wrote his visionary book *Black Wings,* which urged black youth to choose careers in aviation. In Chicago Cornelius R. Coffey established the Coffey School of Aeronautics, served as the first president of the

National Airmen's Association, and built an airstrip in an African American community. Both Powell and Coffey recognized that blacks would need technical skills to advance in aviation.

In 1939 the Chicago flyers, with the help of the National Association for the Advancement of Colored People (NAACP), spurred the federal government to offer aviation training programs for blacks. Congress had established the Civilian Pilot Training (CPT) program to train pilots for a wartime emergency, and now for the first time African Americans received flight training at federally funded CPT schools. Despite the modest budget allocated for the segregated black training program, the number of licensed black pilots grew dramatically.

When the U.S. Army Air Corps activated the 99th Fighter Squadron in 1942, blacks achieved their first foothold in military aviation. Civil rights leaders long had called for integrating African Americans into the Air Corps, but the War Department continued to resist. When black cadets trained at the newly established Tuskegee Army Airfield, they flew as part of a separate black air force. Between 1941 and 1945, the Tuskegee airmen proved that blacks could be trained and mobilized for the sophisticated task of combat flying. In World War II, the 99th Fighter Squadron and three other all-black fighter units composed the 332d Fighter Group. These units demonstrated that the decision to train African American flyers had been a good one. The 332d's commander, Col. Benjamin O. Davis, Jr., stressed professionalism and combat efficiency. His leadership helped eliminate hostility toward blacks' participation. Black airmen, returning from the war with a sense of accomplishment, were impatient with the segregation they had experienced both overseas and at home.

The Tuskegee Airmen forever shattered the myth that blacks lacked the technical skills for combat flying. The war years had exposed the cost and inefficiency of maintaining separate black air units. In 1948 President Harry S Truman's Executive Order 9981 called for equal opportunity in the armed forces. In 1949 the Air Force became the first armed service to integrate.

Very slowly, civilian aviation followed suit. In the 1960s African Americans were hired and promoted to positions of responsibility in commercial aviation. In 1965 Marlon D. Greene won a long court battle with Continental Airlines over his right to a job as a commercial pilot. As a result of this important case, blacks began to break down racial barriers in the airline industry. In the late 1960s blacks entered the ranks of the space program.

The most recent generation of black aviators has garnered many firsts: Daniel "Chappie" James, Jr., the first black four-star general; Dr. Guion Bluford, Jr., first African American to go into space; Mae Jemison, the first black woman astronaut; and Patrice Clarke-Washington, the first black female captain to fly for a major airline.

Nonetheless, progress has been slow, and blacks are still underrepresented in the aviation industry. But with legal obstacles removed, and their participation increasing, today's flyers could make a reality of William Powell's vision—"to fill the air with black wings."

THE TOUR—AFRICAN AMERICANS IN AIR AND SPACE

The Museum's Docent-led tour expands upon the "Black Wings" exhibition to include other objects, models, and aircraft in the collections. Students will visit the World War I gallery to hear about Eugene Bullard, who flew for the French on the Western Front; the World War II gallery to see a P-51 aircraft, typical of the those flown by the Tuskegee Airmen; the Apollo 11 Lunar Lander, where the camera designed by George R. Carruthers is displayed; and Space Hall to hear about the pioneering African American astronauts.

Meet the Pioneers of Black Aviation

TIME REQUIRED: ONE TO TWO CLASS PERIODS

Activity 1

OVERVIEW

This activity encourages students to explore information based on primary and secondary source materials, including first-person accounts, newspaper articles, and archival photographs, a process that will aid students in answering the following questions: Who were the black aviators who set the stage? What challenges did they face as they tried to participate in aviation? How did they overcome these challenges?

OBJECTIVES

Students will identify four major challenges faced by African Americans as they created their own opportunities in the field of aviation during the 1920s, 1930s, and 1940s. Students will list strategies that blacks used to overcome obstacles to their participation.

BACKGROUND INFORMATION

This Teacher's Guide includes brief biographies of five pioneering aviators: Bessie Coleman, William J. Powell, Willa Brown, C. Alfred "Chief" Anderson, and Benjamin O. Davis, Jr. Each biography begins with a quotation that expresses, in the subject's own words, a defining philosophy in the struggle for black wings.

PREPARATION

Make copies of the following materials for students:

* The five biographies
* The *Chicago Defender* cartoon about Bessie Coleman, "They Can't Keep Us Down"
* Four primary/secondary sources from the "Reflection and Discussion" section of Activity 1: (1) article entitled, "Aviatrix Must Sign Life Away To Learn Trade"; (2) photo of billboard reading "Colored Air Circus"; (3) publicity flyer for *Black Wings*, "One Million Jobs for Negroes"; (4) Letter of December 21, 1942, to Dr. William H. Hastie, civilian aide to the Secretary of War, from Gilbert A. Cargill

PROCEDURE

1. Introduce the topic of black wings by showing students the *Chicago Defender* cartoon about Bessie Coleman, "They Can't Keep Us Down."
2. Tell students that the cartoon is from 1921 and that it was published in the *Chicago Defender,* one of the nation's most influential African American newspapers. As a class, have students analyze the cartoon: What did aviation mean to the black community? Why do you think aviation had this meaning at this time?
3. Distribute copies of the five biographies.
4. Have students read the biographies. Either have each student read all five biographies or group students and have each group read one biography.
5. Students will then complete the "Overcoming Obstacles" worksheet to help them understand the obstacles faced by African Americans as they became involved in aviation and how they overcame those obstacles. You can present the "Overcoming Obstacles" worksheet as a handout or copy it on the board.

REFLECTION AND DISCUSSION

1. Distribute copies of these primary and secondary sources:

* "Aviatrix Must Sign Life Away to Learn Trade," *Chicago Defender,* October 8, 1921
* "One Million Jobs for Negroes," publicity flyer for William Powell's 1934 book, *Black Wings*
* Photo of Hubert Julian pointing to a billboard announcing the 1931 Los Angeles air show: "Colored Air Circus"
* Letter to Dr. William H. Hastie from Gilbert A. Cargill, December 21, 1942

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2. Discuss the items as a class. Focus the discussion on the following question: How do these primary source materials illustrate the ideas that you recorded in the "Overcoming Obstacles" handout?

EXTENSIONS

1. Read Willa Brown's December 6, 1941 letter to First Lady Eleanor Roosevelt. The third paragraph of the letter mentions the difficulties Willa Brown has faced. In Brown's voice, write a diary entry discussing your difficulties and how they make you feel.
2. Dramatize a meeting between Eleanor Roosevelt and Willa Brown. When they met, what did they discuss? How did they speak to each other? Record their conversation.
3. In the voice of an aviator whose biography you read, write a diary entry in which you discuss your difficulties and successes in your efforts to become an aviator.
4. Write about a situation in which you encountered difficulties doing something you really wanted to do. What did you do to overcome the difficulties? What did you learn about yourself?
5. Do an original portrait of one of the aviators that illustrates that individual's particular power, role, or influence on early black aviation.
6. Create a collage about early African American aviation. Give the collage a theme or title. Photocopy the images in this Guide; enlarge or alter them to fit the theme of the collage. Assemble the collage—color, paint, cut the images, and position them to suit the theme.
7. Use students' responses to the "Overcoming Obstacles" handout to create a class poster or display about the strengths shown by the African Americans in the early years of aviation.

CURRICULUM CONNECTIONS

- Social Studies: American history, civil rights, interpreting historical sources
- Language Arts: creative writing, reading
- Visual Arts: interpreting historical events in a visual medium

Curtiss JN-4 "Jenny" *(NASM)* The type of aircraft owned by Bessie Coleman.

In 1921 Bessie Coleman became the first licensed black pilot in the United States. She received her training in France, because no American flight school would admit her. She died in 1926 at the age of 33 during a test flight for an air show. She was a passenger in the aircraft. *(NASM)*

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Bessie Coleman

"If I can create the minimum of my plans and desires there shall be no regrets."
—Bessie Coleman

Bessie Coleman's sister, Elois Patterson, wrote "Brave Bessie," an article about her adventurous sister. It has been excerpted here.

"Bessie Coleman was called 'Brave Bessie' because she had fearlessly taken to the air when aviation was a greater risk than it is today and when few men had been able to muster such courage. An avid reader, Bessie was well informed on what the Negro was doing and what he had done. Given the opportunity, she knew he could become as efficient in aviation as anyone. She toyed with the idea of learning to fly, even displayed an airplane made by a Negro boy in the window of the barber shop in which she was a manicurist. She was refused by each aviation school to which she applied, sometimes because of her race and sometimes because she was both a Negro and a woman. She took her quest to Robert S. Abbott, a founder, editor, and publisher of the *Chicago Weekly Defender.* He advised her to study French and Bessie promptly enrolled in a language school in Chicago's Loop. That accomplished, he assisted her in contacting an accredited aviation school in France. She planned to obtain certification and return to the United States to open an aviation training school for young blacks.

"Bessie made two trips to Europe, returning to Chicago from the second one in 1922... holder of a certificate from the FAI [Federation Aeronautique Internationale, the flying school that issued Bessie's license].... She put on an air exhibition in 1922 at Checkerboard Field, today known as Midway Airport, Chicago, after which she received many calls from young Negro men, anxious to learn to fly. Bessie had obtained her certificate at great personal expense and sacrifice. She told prospective students that they had to wait until either some forward-thinking blacks opened a training school or until Bessie herself could give enough demonstrations and accrue sufficient money to undertake opening a school herself.

"Bessie barnstormed across the country and undertook a rigorous program of speaking engagements.... When Bessie appeared over the town in which she was reared, Waxahachie, Texas, she was permitted to use the university grounds of the whites for her exhibition flying. She refused to exhibit unless her people were allowed into the grounds through the front entrance, although they were separated once inside the grounds.... She decided to make an all-out effort to establish a school where she could train young Negro men to fly.

"I remember one letter she wrote me saying she had taken an escort, and even went to a pool room, so determined was she to have Negro men become air-minded. The very last letter that I received from her said, 'I am right on the threshold of opening a school.'"

Heavyweight boxing champion Joe Louis *(second from left)* visits William J. Powell *(right)* at the workshop of the Bessie Coleman Aero Club in Los Angeles. *(NASM)*

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William J. Powell

"There is a better job and a better future in aviation for Negroes than in any other industry, and the reason is this: aviation is just beginning its period of growth, and if we get into it now, while it is still uncrowded, we can grow as aviation grows."
—William J. Powell, Black Wings

Born in 1897, William J. Powell earned an engineering degree from the University of Illinois. In 1917 he enlisted in officer training school and served in a segregated unit during World War I. During the war Powell was gassed by the enemy, and he suffered health problems throughout his life from this poison gas attack.

After the war Powell opened service stations in Chicago. He became interested in aviation, but the only school that would train him was located in Los Angeles. Thus, he sold his businesses in Chicago and moved to the West Coast. After learning to fly, Powell dreamed of opening an all-black flight school.

By the 1930s Los Angeles had become an important center for black aviation. Powell organized the Bessie Coleman Aero Club to promote aviation awareness in the black community. On Labor Day 1931 the flying club sponsored the first all-black air show held in the United States, an event that attracted an estimated 15,000 spectators. Through the efforts of the Bessie Coleman School, the number of black aviators increased dramatically despite the economic hardships of the Great Depression.

William Powell used many methods to attract African Americans to the field of aviation. He made a film about a young man who wanted to be a flyer, and for two years he published the *Craftsmen Aero-News,* a monthly journal about black aviation. He offered scholarships with free technical training in aeronautics for black youth. He invited celebrities, such as jazz musician Duke Ellington and boxer Joe Louis, to lend their names—and their funds—to his cause.

Powell published *Black Wings* in 1934. Dedicated to Bessie Coleman, the book entreated black men and women "to fill the air with black wings." A visionary supporter of aviation, Powell urged black youth to carve out their own destiny—to become pilots, aircraft designers, and business leaders in the field of aviation.

Willa Brown, pilot and president of the National Airmen's Association of America. In 1939, Willa B. Brown successfully lobbied for federal funds to support the National Airmen's Association pilot training program. Located in Chicago, this was the first privately-run training school for black pilots in the country. *(Photographs and Prints Division, Schomburg Center for Research in Black Culture, The New York Public Library, Astor, Lenox and Tilden Foundations.)*

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Willa Brown

"During the past three years I have devoted full time to aviation, and for the most part marked progress has been made. I have, however, encountered several difficulties — several of them I have handled very well, and some have been far too great for me to master."
—Willa Brown, in a letter to Eleanor Roosevelt, December 6, 1941

Willa Brown, seeking advance publicity for a black air show, talked with Enoch Waters, the city editor of the *Chicago Defender,* an influential black owned and operated newspaper. Mr. Waters's account of her visit and the subsequent air show were reported to *Defender* readers as follows.

"Willa Brown Visits the *Chicago Defender*"

"When Willa Brown, a young woman wearing white jodhpurs, jacket and boots, strode into our newsroom in 1936, she made such a stunning appearance that all the typewriters, which had been clacking noisily, suddenly went silent. Unlike most first-time visitors, she wasn't at all bewildered. She had a confident bearing and there was an undercurrent of determination in her voice.

"'I want to speak to Mr. Enoch Waters,' she said. I wasn't unhappy at the prospect of discovering who she was and what she wanted. I had an idea she was a model representing a new commercial product that she had been hired to promote. 'I'm Willa Brown,' she informed me, seating herself without being asked.

"In a businesslike manner she explained that she was an aviatrix and wanted some publicity for a Negro air show at Harlem Airport on the city's southwest side. Except for the colorful 'Colonel' Hubert Fauntleroy Julian, who called himself the 'Black Eagle' and who had gained lots of publicity for his exploits, and 'Colonel' John Robinson, a Chicago flyer who was in Ethiopia heading up Haile Selassie's air force, I was unaware of any other Negro aviators, particularly in Chicago.

"'There are about thirty of us,' she informed me,'both men and women.' Most were students, she added, but several had obtained their licenses and one, Cornelius Coffey, was an expert aviation and engine mechanic who also held a commercial pilot's license and was a certified flight instructor. He was the leader of the group. She informed me that she held a limited commercial pilot's license.

"Fascinated by both her and the idea of Negro aviators, I decided to follow up the story myself. Accompanied by a photographer, I covered the air show. About 200 or 300 other spectators attended, attracted by the story in the *Defender.* So happy was Willa over our appearance that she offered to take me up for a free ride. She was piloting a Piper Cub, which seemed to me, accustomed as I was to commercial planes, to be a rather frail craft. It was a thrilling experience, and the maneuvers — figure eights, flip-overs and stalls — were exhilarating, though momentarily frightening. I wasn't convinced of her competence until we landed smoothly."

As First Lady, Eleanor Roosevelt took a special interest in the Tuskegee flight program. On a visit to the flying school, she joined C. Alfred "Chief" Anderson on an airplane ride over the facility. Her willingness to fly with a black pilot had symbolic value for the entire Tuskegee program. *(NASM)*

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C. Alfred "Chief" Anderson

"She told me, 'I always heard Negroes couldn't fly and I wondered if you'd mind taking me up.' All her escorts got tremendously upset and told her she shouldn't do it.... When we came back, she said, 'Well, you can fly all right.' I'm positive that when she went home, she said, 'Franklin, I flew with those boys down there, and you're going to have to do something about it.'"
—*C. Alfred Anderson,* A-Train: Memoirs of a Tuskegee Airman

C. Alfred "Chief" Anderson is often called the "Father of Black Aviation," because he spent at least six decades training and mentoring countless African American aviators. Interested in flying from a young age, he saved enough money by the time he was twenty to take flying lessons, but could not find a school that would accept a black student. With his savings and some borrowed money, he bought his own plane and begged for lessons from any pilot who would listen. He finally found an instructor in Ernest Buehl, a German World War I pilot who had emigrated to the United States. Anderson earned his Private Pilot Certificate in 1929, and in 1932 he became the first black to receive his Transport License. He became friends with Dr. Albert E. Forsythe and taught Forsythe to fly. Together, in 1934, they were the first black pilots to make a round-trip continental flight.

In 1939 Anderson initiated the Civilian Pilot Training (CPT) program at Howard University. Soon he was hired to be the first African American pilot instructor at Tuskegee Institute in Alabama, which had the largest CPT program for blacks.

He was an inspiring instructor. Although many thought it couldn't be done, "Chief" created expert pilots at Tuskegee. As the chief civilian flight instructor at Tuskegee, Anderson trained Benjamin O. Davis, Jr., and Daniel "Chappie" James. He was known and loved by the thousands of pilots he trained during his 53 years as an instructor.

The most famous photograph of "Chief" Anderson shows him smiling from the cockpit of his plane, as a beaming Eleanor Roosevelt sits behind him. The photograph was taken in 1941 during Mrs. Roosevelt's fact-finding trip to Tuskegee. As First Lady, Mrs. Roosevelt did much to promote the cause of equal opportunity for black Americans. Over the Secret Service's objections, she flew with Anderson to show her support for the Tuskegee program. According to Anderson, the Army Air Corps began training blacks several days after Mrs. Roosevelt's flight.

The first group of black cadets to earn their wings at Tuskegee Army Air Field. *Left to right:* Lemuel R. Custis, Mac Ross, Benjamin O. Davis, Jr., George S. Roberts, Charles H. DeBow. *(NASM)*

General Benjamin O. Davis in 1999 after receiving his fourth star from President Clinton. *(U.S. Air Force)*

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Benjamin O. Davis, Jr.

"The privileges of being an American belong to those brave enough to fight for them."
—Benjamin O. Davis, Jr.

In 1936 Benjamin O. Davis, Jr., became the first black student to graduate from West Point in the 20th century. He graduated 35th in a class of 276 students. While at West Point, he was officially "silenced" by his classmates: No one spoke to him for four years except in the line of duty. Davis remembers, "When we traveled to football games on buses or trains, I had a seat to myself.... I lived alone in whatever quarters were provided.... Except for tutoring some underclassmen... I had no conversations with other cadets."

Cadets use silencing to punish a classmate who is guilty of wrongdoing. Benjamin Davis was guilty of nothing but being black. "It was designed to make me buckle, but I refused to buckle. They didn't understand that I was going to stay there, and I was going to graduate. I was not missing anything by not associating with them. They were missing a great deal by not knowing me."

When Davis graduated he applied for pilot training but was turned down because there were no black units in the Army Air Corps to which he could be assigned. While he was serving in the infantry in 1940, this policy was reconsidered, and Davis was sent to Tuskegee for pilot training. Because of the war and his ability, he was quickly promoted to lieutenant colonel and commanded the 99th Fighter Squadron in combat. After one year with this all-black unit in Italy, Davis was promoted to colonel and asked to lead the 322d Fighter Group. Under Davis's superb leadership, the Tuskegee Airmen earned the highest reputation, among both Allied and enemy pilots, for their achievements as fighter escort pilots. While under the protection of Davis's fighter escort unit, not one bomber was ever lost to the enemy.

In 1948 President Truman's Executive Order 9981 ended segregation in the services, and Benjamin O. Davis, Jr., continued his life of accomplishments. Davis became the first black general in the U.S. Air Force in 1954. He was the first black man to command an Army air base and the first to become a lieutenant general. Following duty in Korea, General Davis was assigned as chief of staff for the United Nations Command and the U.S. Forces in Korea. In 1967 he assumed command of the Thirteenth Air Force. General Davis retired in 1970. In 1975 President Ford appointed him Assistant Secretary of Transportation. In 1999 President Clinton advanced him to the rank of four-star general.

The Tuskegee Airmen who served under Davis remember him as stern but inspiring. One said that Davis was "the most positive commander I ever had. He stressed the awful price of failure." Another said, "Davis was respected by most and hated by some, but it was because of the discipline he exacted that we were able to make the record we did."

AVIATOR	OBSTACLES TO PARTICIPATING IN AVIATION	HOW DID AFRICAN AMERICAN AVIATORS OVER COME THE OBSTACLES THEY FACED?
Bessie Coleman	1. 2.	1. 2.
William Powell	1. 2.	1. 2.
Willa Brown	1. 2.	1. 2.
C. Alfred "Chief" Anderson	1. 2.	1. 2.
Benjamin O. Davis, Jr.	1. 2.	1. 2.
Other Aviators	1. 2.	1. 2.

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Activity 1: CARTOON—THEY CAN'T KEEP US DOWN

EDITORIAL PAGE OF THE

CHICAGO DEFENDER

SATURDAY, OCTOBER 8, 1921

The man who is on the square is inclined to believe the other fellow is on the level.– Robert S. Abbott

They Can't Keep Us Down

See detail of cartoon on page 21.

OUR WEEKLY SERMON

FULL DINNER PAILS

THE PROSPECT

FREE SPEECH

DR. A. WILBERFORCE WILLIAMS

PREVENTIVE MEASURES, FIRST AID DEPARTMENT, HYGIENICS AND SANITATION

THE ONLOOKER

THIS AND THAT AND T'OTHER

A BIT OF THIS, GOSSIP, FICTION AND FUN

Other Papers Say

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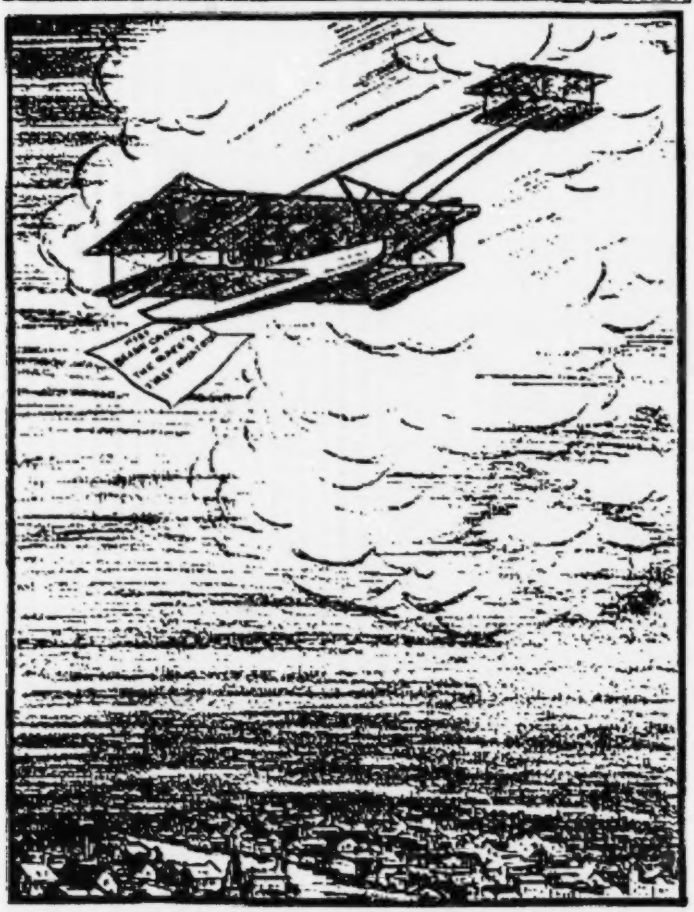
They Can't Keep Us Down



THE CHICAGO DEFENDER

AVIATRIX MUST SIGN AWAY LIFE TO LEARN TRADE

Miss Bessie Coleman Walked Nine Miles Each Day While Studying Aviation

Miss Bessie Coleman, 4533 Indiana Avenue, the only feminine aviatrix of the Race in the world, arrived in Chicago Saturday direct from France where she has just completed a ten months' course in aviating.

Miss Coleman was seen by a Defender reporter at her home. When asked why she took up the game of flying, she said: "Well, because I knew we had no aviators, neither men nor women, and I knew the Race needed to be represented along this racist important line, so I thought it my duty to risk my life to learn aviating and to encourage flying among men and women of the Race who are so far behind the white men in this special line, I made up my mind to try. I tried and was successful.

Not Satisfied Yet

"But I shall never be satisfied until we have men of the Race who can fly. Do you know you have never lived until you have flown? Of course, it takes one with courage, nerve and ambition to fly. And, too, age and health are to be given great consideration. But I am thankful to know we have men who are physically fit: now what is needed is men who are not afraid to dare death."

Miss Coleman paused a moment and with a charming smile, she continued: "I first went to Paris and decided on the school. But the first to which I applied would not take women because two women had lost their lives at the game, so I went to another school in the Somme Crotcy, the city where Joan of Arc was held prisoner by the English. There I finished my course, took the examination and passed: then afterwards I still I still kept flying to perfect myself. Later, I left the school in the Somme and attended another in Paris where I had lessons under an 'ace' who had brought down thirty-one German planes during the world war. Here I decided on my plane, which is a Neuport de Chasse, 130 horse-power, and with which I shall give exhibition flights in America and other countries."

Japs Buy From France

When asked how did the darker races of China and Japan compare with the races of other countries in aviating, Miss Coleman replied: "Japan is greatly interested in the air. She is buying planes from England and France. China also is doing her bit in this direction, but both countries are far behind the others. "I saw France's fine Goliath airplanes, the largest built in the House of Faurman, equipped with two Samson motors which carry fourteen people. They are not built as passenger carrying planes; they are fitted out as fighting planes Only people who are flyers are permitted to see them. Flying is as popular in Europe as automobiling is in America. Kings own their own their private planes just as our President owns his car."

Better to Fly High

When asked how she felt while flying so high, Miss Coleman replied that she felt more safe in an aeroplane than an automobile. "I have flown as high as 5,000 feet. Of course, 1,000 feet is high enough for traveling if you are sure of your motor, but the higher you fly the better chance you have in case of accident. In school I saw a pupil killed instantly; it was a terrible shock to my nerves, but I never lost them; I kept on going. "When you first enter the aviation school there you must sign away your life, that is, you must sign a contract agreeing to assume all responsibility and risk. They are not responsible for your life: however, I signed the contract and my determination to complete the course impelled me to walk nine miles a day every day to school for ten months. "We must have aviators if we are to keep pace with the times" Miss Coleman concluded. Any one desiring information concerning aviation or aviation schools may see Miss Coleman.

Please note: *This newspaper article has been re-typeset to improve readability. No wording or punctuation has been altered in the process. The original article appeared on page 2 of the* Defender. *It was centered just under the masthead.*

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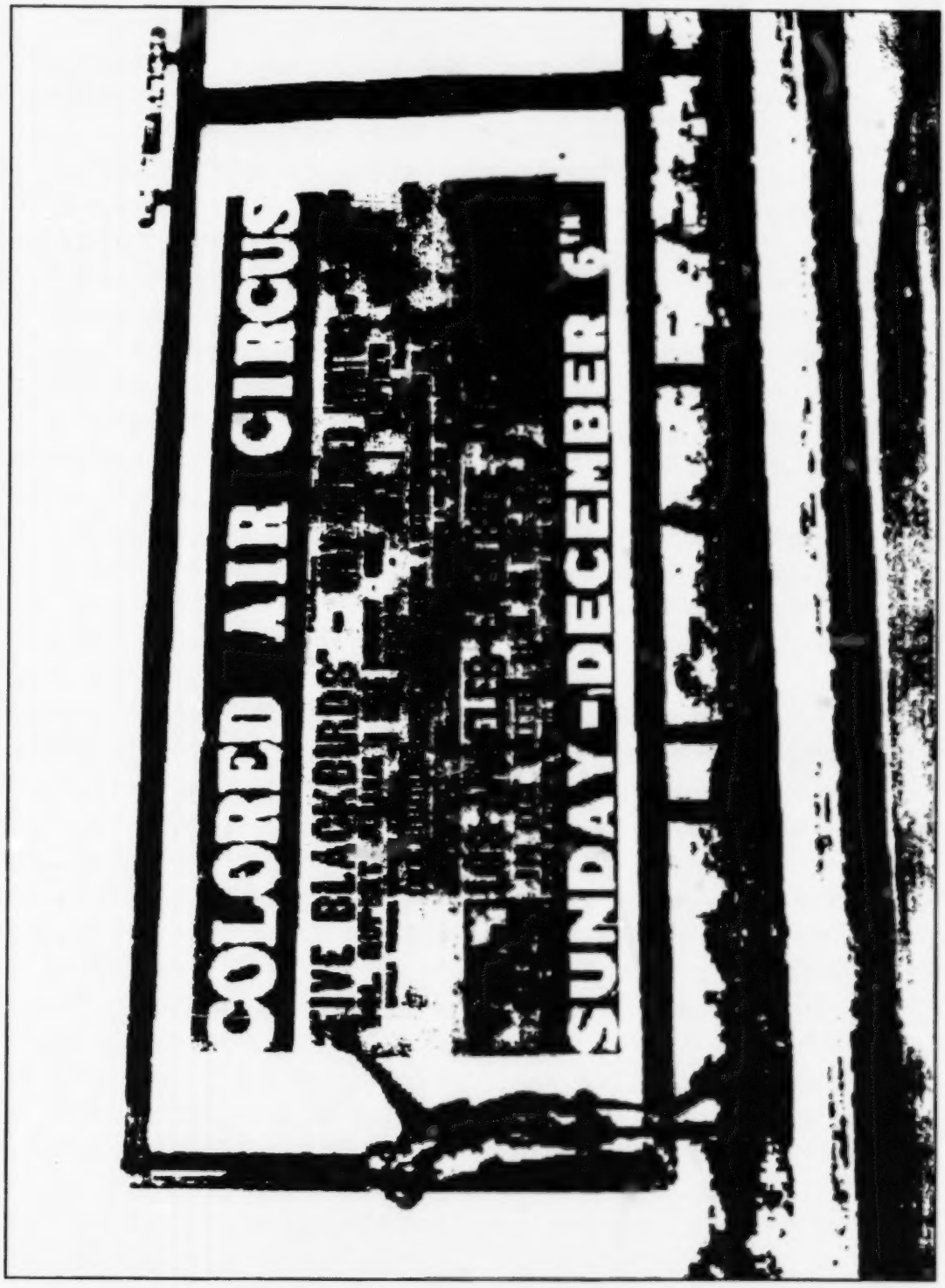
Activity 1: BILLBOARD FOR AIR CIRCUS



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One Million Jobs for Negroes

READ BLACK WINGS

Are Negroes planning to quit riding the segregated railroads and busses in the South?

READ BLACK WINGS

Are Negroes afraid to fly?

READ BLACK WINGS

Why are so few Negroes in Business and Industry?

READ BLACK WINGS

Romance	Mistrust	Race Prejudice
Adventure . . .	Perseverance	Patriotism
History	Science	Superstition
Sacrifice	Fiction	Intrigue
Skepticism		Tragedy

The Negro in Aviation

ALL THESE ARE COMBINED IN BLACK WINGS

by LIEUT. WILLIAM J. POWELL

EVERY AMERICAN SHOULD READ THIS BOOK

Send money order for $2.00 and book will be mailed you—Postage Prepaid.

CRAFTSMEN OF BLACK WINGS,

3408 Budlong Avenue,

Los Angeles, California

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Negroes Are Not Trained at Maxwell Field, Alabama

Dr. William H. Hastie
Civilian Aide to the
Secretary of War
Washington, D.C.

8814 Blaine Avenue
Cleveland, Ohio
December 21, 1942

Dear Dr. Hastie:

I am writing this letter to inform you of an instance of discrimination that I encountered recently at the hands of the U.S. Army Air Corps. Before citing the case I shall give you a brief background.

Since June, 1941, I have been a student in aviation ecurses given by the Civil Aeronautics Administration designed to furnish pilots for the armed services. Upon completion of my course in November, 1942, I received a letter from the Army Air Corps base at Maxwell Field, Alabama, asking me to report there on or about Dec., 1, 1942, to take further training in the Army Instructor School maintained at that field.

When I reported to this field, I was not permitted to enter the school solely because I was a Negro. The man to whom I talked at Maxwell Field (Mr. Feest, Room 125, Austin Hall) told me that Negroes were not trained there.

I am sending this brief outline of the situation in order that you may take appropriate measures to correct this injustice or in order that you may tell me what I should do to achieve the same result.

Yours sincerely,

Gilbert A. Cargill

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NATIONAL AIRMEN'S ASSOCIATION OF AMERICA

"THE PIONEER BRANCH"

3438 INDIANA AVENUE
CHICAGO, ILLINOIS

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Sergeant-at-Arms
GEORGE WEBSTER

Adviser
DIOC P. WATERS, JR.

December 6, 1941

Mrs. Franklin D. Roosevelt
White House
Washington, D. C.

Dear Mrs. Roosevelt:

It has been with deep admiration that I have followed your interest in the women of our country and especially your message to Negro women recently in which you stated, "As Negro women, you have a vital part to play in the Civilian Defense Program". These words of yours made me and many, many other members of my race very happy.

I am a young Negro woman and have already spent three years sponsoring civilian defense of our country acting as Federal Coordinator of two units of the Civilian Pilot Training Program, and as organizer and promoter of the National Airmen's Association of America which is composed chiefly of Negro pilots throughout the United States. In addition, I helped to organize and was elected vice-president of the Aeronautical Association of Negro Schools. Enclosed with this letter you will find clippings from newspapers which, rather thoroughly, describe the type of work which I am doing. I hope you will find time to glance at them. During the past three years I have devoted full time to aviation, and for the most part marked progress has been made, and at the suggestion of Mrs. Crystal Bird Fauset, my associations are lending full strength to the U. S. Office of Civilian Defense.

I have, however, encountered several difficulties — several of them I have handled very well, and some have been far too great for me to master. I would like to talk with you some time if you can spare a few minutes when you are passing through Chicago, or, if it would please you better, sometime when you are at home in Washington. I come in and out of Washington quite often.

You may rest assured that any time spent in the interest of my aviation associations will be well appreciated.

Sincerely yours

Willa B. Brown

Willa B. Brown
President

WBB/lig

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North American P-51 D Mustang *(NASM)* Typically flown by Tuskegee Airmen with the tailpiece painted red.

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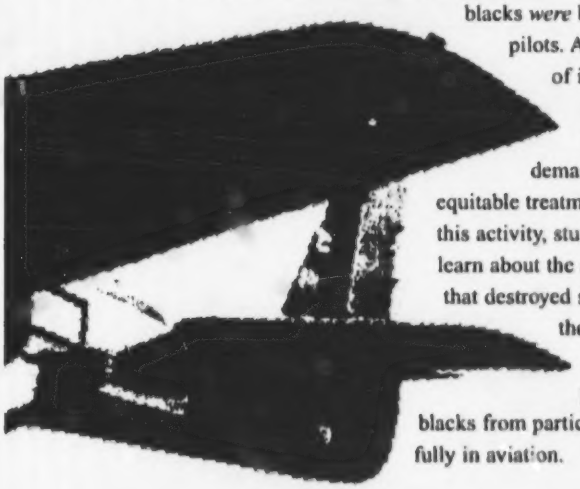
The World War II Era — Overcoming Obstacles

TIME REQUIRED: ONE TO TWO CLASS PERIODS

OVERVIEW

The World War II era was one of change for black aviators. The Civilian Pilot Training program and the Tuskegee experience provided access to pilot training. In very small numbers, despite tremendous obstacles, blacks *were* becoming pilots. As a result of increasing access, blacks demanded equitable treatment. In this activity, students will learn about the activism that destroyed some of the barriers that prevented blacks from participating fully in aviation.



OBJECTIVES

Students will identify methods used to end discrimination against blacks in aviation and in the military. Students will develop a campaign for social change.

BACKGROUND INFORMATION

Jim Crow. The expression *Jim Crow* denotes official and unofficial segregation of African Americans. The age of Jim Crow dates from post-Reconstruction in the 1870s to the beginning of civil rights legislation in the late 1950s. Some of the most obvious examples of Jim Crow segregation include separate sections of buses and trains for black riders, separate hotels and restaurants, and separate park benches, drinking fountains, and restrooms. The most blatant example of Jim Crowism was the U.S. Supreme Court's ruling in *Plessy v. Ferguson,* 1896, upholding a Louisiana statute providing "separate but equal" accommodations for blacks and whites on trains. Blacks in aviation struggled against Jim Crowism: They faced a lack of ground crews, limited access to training, and segregation in the Air Force.

Double V Campaign. The *Pittsburgh Courier,* a leading newspaper in the African American community, developed the "Double V" campaign in 1942 to address readers' concerns. Many blacks serving their country both at home and abroad were frustrated by the segregation they faced. In January 1942 the *Courier* published a letter to the editor from reader James Thompson in which he posed the question, "Should I sacrifice my life to live half American?" Mr. Thompson suggested that while African Americans should concentrate, with all Americans, on winning the war, they should not "lose sight of our fight for true democracy at home." He argued that if the Allies were using the "V for Victory" slogan to rally them to fight for victory over tyranny, then blacks should have the Double V for "democracy at home and abroad."

The *Courier* adopted the Double V and had a staff artist, Wilbert L. Holloway, design a graphic that was used for rest of the war. All Negro press and civil rights organizations adopted the "Double V" concept and slogan, and many white politicians and organizations participated in the campaign as well. The promotional campaign included bumper stickers, beauty pageants, lapel pins, sweaters, and recordings. It gave African Americans a way to express their whole-hearted support for the war effort while reminding the rest of America

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that it must guarantee equal opportunity for all. The Double V was one of the most extensive patriotic drives in the country during World War II.

The Freeman Field Protest. By 1945, near the end of World War II, the Tuskegee Airmen had participated in Allied campaigns in North Africa, Sicily, and Italy. They had helped destroy the Nazi military-industrial complex in Europe, but their accomplishments were undermined by their unfair treatment at home. Tuskegee's 477th Bombardment Group suffered from low morale: They had been transferred from base to base, and had been subject to rigid rules of segregation. In 1945 the 477th had been sent to Freeman Field, Indiana. In April 60 black officers—some of whom were combat veterans—were arrested when they tried to enter a segregated officers' club at Freeman Field. A few days later, 101 officers were arrested. They were charged with refusing a direct charge from a superior officer when they were asked to sign an order stating that they had "read and understood" that they would use segregated facilities only. Their refusal was a daring move. If they had been convicted of refusing a direct charge from a superior officer, they could have been court martialed and charged with mutiny, which was punishable by death.

As a result of the Freeman Field protest, Gen. Henry "Hap" Arnold replaced the existing command of white officers with blacks and placed them under the leadership of Col. Benjamin O. Davis, Jr. The Air Force soon realized that a segregated force was inefficient. Agreeing that a segregated military service should be eliminated, President Harry S Truman on July 26, 1948, signed Executive Order 9981, which ended the official policy of segregation in the armed forces.

PREPARATION

Review the section, "Background Information," (and other relevant resources) for information on Jim Crow, the Double V campaign, and the Freemen's Field protest. You may want to use the background information to develop a short lecture for students, or you may want to photocopy it and ask the students to read it themselves.

Photocopy the following primary and secondary sources:

- *Chicago Sun-Times* cartoon by Bill Mauldin, "I've Decided I Want My Seat Back," 1963
- Executive Order 9981, July 1948 and photo of Truman with the Fahy Committee
- "They Fought on Two Fronts; Tuskegee Airmen Recall War With Hitler—And Jim Crow," *Washington Post,* March 5, 1995
- "These Men Developed the 'Double V' Idea," *Pittsburgh Courier,* April 17, 1942

PROCEDURE

1. Give each student a copy of the Bill Mauldin cartoon, "I've Decided I Want My Seat Back." Use it to introduce the topic of Jim Crowism. Ask students what events or facts of life for black aviators might have made it seem that the Jim Crow was perched on the top of the American flag. Then ask them what changes would have to happen for the American eagle to throw over the Jim Crow and take its perch again at the top of the flag. During the discussion, students should bring up the following points:
   - Most of blacks' experiences in aviation occurred within a context of segregation.
   - Overthrowing Jim Crow meant being true to American beliefs in the equality of all.
2. Put students in groups of four or five. Give each student one of the primary or secondary sources to study. Group 1 will receive Executive Order 9981 and the photograph of President Truman and the Fahy Committee; Group 2 will receive the *Pittsburgh Courier* article, "These Men Developed the 'Double V' Idea"; Group 3 will receive the *Washington Post* article, "They Fought on Two Fronts; Tuskegee Airmen Recall War with Hitler—and Jim Crow."
3. Ask each group to read their document, then complete the Document Analysis Questions for their document. Tell students that each group will discuss its document with the class at the end of their analysis.
4. Students will report to the whole class about what they learned from the documents and what questions the documents raised. Create a list of questions on flip-chart paper or on the board. Review the questions with the class just before and following the field trip.

REFLECTION AND DISCUSSION

Students will create a "Campaign for Change" (modeled on the Double V campaign) to right a social wrong they've observed.

1. Students pinpoint and document the social wrong they want to right. They write a letter to the editor of a local or school newspaper about the social inequity, explaining why it is wrong and why it should be changed.
2. Students work in groups to develop a written slogan and a visual image for their campaign. Using the publicity efforts for the Double V campaign, they create buttons, posters, or even t-shirts that carry their slogan.
3. Students organize and participate in a nonviolent protest aimed at righting their social wrong. This protest can be modeled on the Freeman Field protest.
4. Student photographers and writers document the protest for the school or local newspaper.

EXTENSIONS

Read Michael Cooper's *The Double V Campaign: African Americans in WW II* (New York: Lodestar Books, Penguin Putnam, Inc., 1998).

CURRICULUM CONNECTIONS

- Social Studies: civil rights, nonviolent change, American history, analyzing primary and secondary sources
- Language Arts: journalism
- Visual Arts: graphic design, integrating text and images

Document Analysis Questions

1. Document title: _____

2. Document date: _____

3. Document type: _____

4. Document author: _____

5. Is this document a straight statement of facts, or has the writer presented personal opinions and interpretations? How can you tell?

6. Mark the section of the document that you believe is most important to your understanding of blacks in aviation. Why did you mark that section of the document?

7. What questions about blacks in aviation does this document raise for you? What information will you look for to answer those questions when you visit the National Air and Space Museum's exhibition, "Black Wings: The American Black in Aviation," or take the tour, African Americans in Air and Space?

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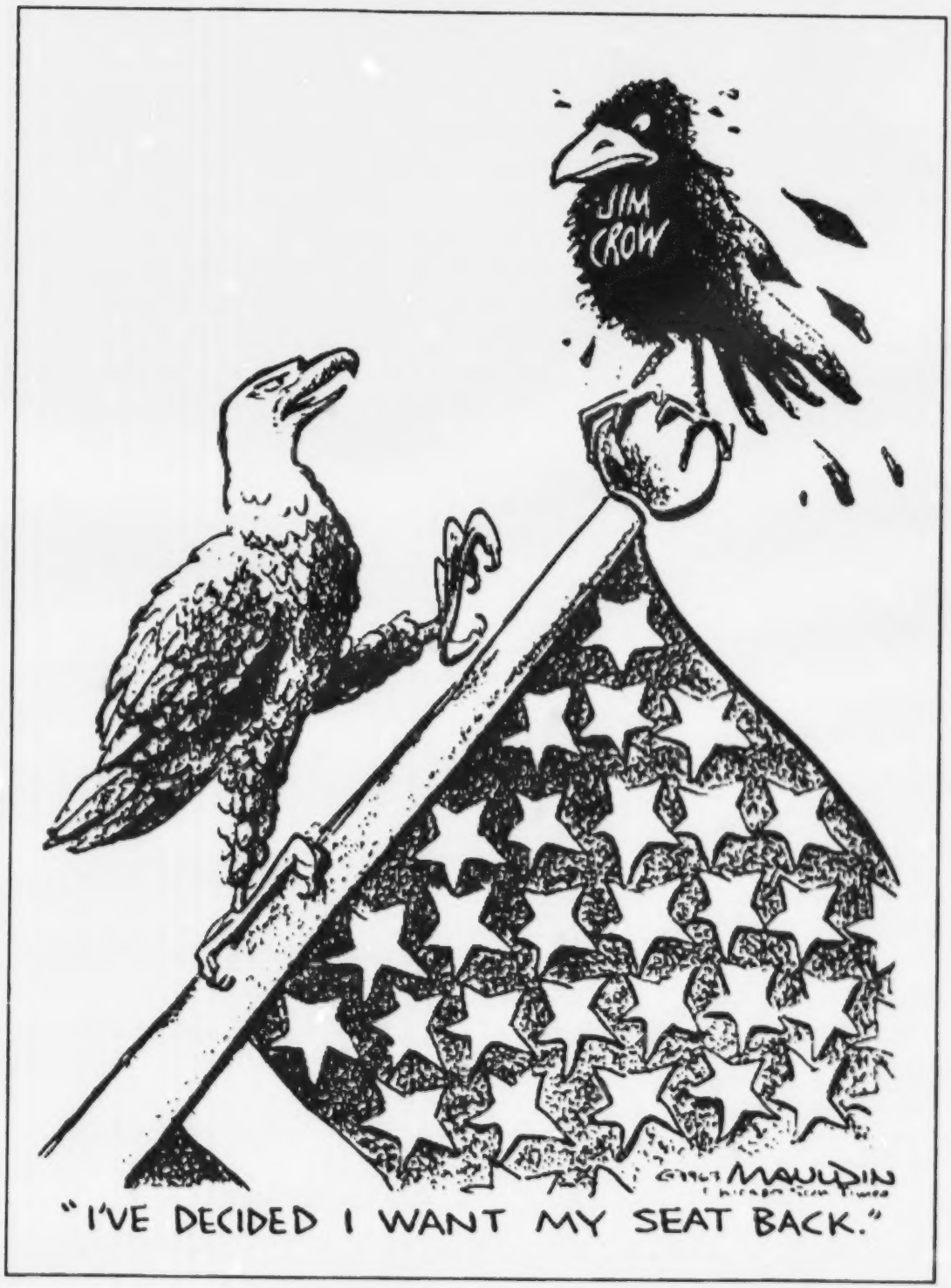
Activity 2: CARTOON—"I'VE DECIDED I WANT MY SEAT BACK" BY BILL MAULDIN



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Executive Order 9981, signed in July 1948, ensured equality of treatment and opportunity for all members of the military, established the Fahy Committee (President's Committee on Equality of Treatment in the Armed Services) to carry out its provisions, and helped open the door for the integration of blacks into all military roles. *(U.S. Air Force)*

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EXECUTIVE ORDER

ESTABLISHING THE PRESIDENT'S COMMITTEE ON EQUALITY OF TREATMENT AND OPPORTUNITY IN THE ARMED SERVICES

WHEREAS it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense:

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.

2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed Services, which shall be composed of seven members to be designated by the President.

3. The Committee is authorized on behalf of the President to examine into the rules, procedures and practices of the armed services in order to determine in what respect such rules, procedures and practices may be altered or improved with a view to carrying out the policy of this order. The Committee shall confer and advise with the Secretary of Defense, the Secretary

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of the Army, the Secretary of the Navy, and the Secretary of the Air Force, and shall make such recommendations to the President and to said Secretaries as in the judgment of the Committee will effectuate the policy hereof.

4. All executive departments and agencies of the Federal Government are authorized and directed to cooperate with the Committee in its work, and to furnish the Committee such information or the services of such persons as the Committee may require in the performance of its duties.

5. When requested by the Committee to do so, persons in the armed services or in any of the executive departments and agencies of the Federal Government shall testify before the Committee and shall make available for the use of the Committee such documents and other information as the Committee may require.

6. The Committee shall continue to exist until such time as the President shall terminate its existence by Executive order.

Harry S Truman

THE WHITE HOUSE,
July 26, 1948.

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ACTIVITY 2: NEWSPAPER ARTICLE—THEY FOUGHT ON TWO FRONTS

The Washington Post

SUNDAY, MARCH 5, 1995

They Fought on Two Fronts

Tuskegee Airmen Recall War With Hitler—and Jim Crow

By Michael D. Shear
Washington Post Staff Writer

FREDERICKSBURG, Va., March 4—When Charles "Chuck" Dryden arrived at a South Carolina air base in May 1944, fresh from combat as a fighter pilot over Europe, he was furious that German prisoners of war were allowed to eat and drink in the white section of the base cafeteria while he, a black man, was not.

Dryden, a member of a famed all-black air group, the Tuskegee Airmen, recalled today how the unfairness of the situation tore at his heart. Recounting the incident more than 50 years later, Dryden, now 74, barely began speaking before his throat tightened and his eyes filled with tears.

"I'm still so mad. How could our country do that to us?" he asked a handful of his fellow pilots in town for a reunion. "I still can't control my anger and my tears. The fact is, we were fighting two wars—one shooting war and one against Jim Crow, against discrimination and prejudice."

The war against Germany was won the next year. Dryden and many of his fellow pilots in the 332nd Fighter Group, nearly 30 of whom gathered here this week, also claim important victories in the other war during the last five decades.

Known as the Tuskegee Airmen in honor of the only Army base during World War II to train black pilots when all the armed services were segregated, the aviators finally have earned the respect they deserved during the war and now

See AIRMEN, A22, Col. 3

Remembering

WORLD WAR II

"I still can't control my anger and my tears. The fact is, we were fighting two wars..."
—CHARLES DRYDEN

Five Dec... Had to F...

AIRMEN, From A1

are recognized as some of the best fighter pilots in history.

Of the 450 Tuskegee-trained pilots who served in the war, 66 were killed and 32 others were shot down and captured in combat. They flew more than 1,500 missions over Europe, shooting down almost 600 enemy aircraft and destroying scores of other targets, including locomotives and boxcars, river barges and fuel dumps. Not one of the bombers escorted through enemy air space by the Tuskegee Airmen was shot down. More than 150 Distinguished Flying Crosses and 780 Air Medals went to the group.

It is that story that 29 black pilots came here to help tell through the paintings of California artist Ric Druet. For several days this week—the end of Black History Month—the airmen signed 6,000 prints of four paintings depicting their operations over Germany and Italy during World War II.

The prints with the pilots' signatures are being sold to the public for $325 for a set of four, with *much of the money going* to benefit a scholarship set up by the Tuskegee Airmen's national organization. They are available through Fredericksburg Historical Prints, a private gallery specializing in military art.

The originals will be displayed at Fort McNair in Washington and eventually will go to the Tuskegee Museum in Detroit.

For the aging pilots, the value of the prints lies in preserving for others a piece of history they lived themselves.

"Let's face it—we're all in the fourth quarter of our lives, whether we want to admit it or not," said *Bill Melton, 74, a pilot* in the 302nd Squadron, one of four that made up the Tuskegee group during the war. "This artist has done a superb job of capturing visually what we did for the next generations."

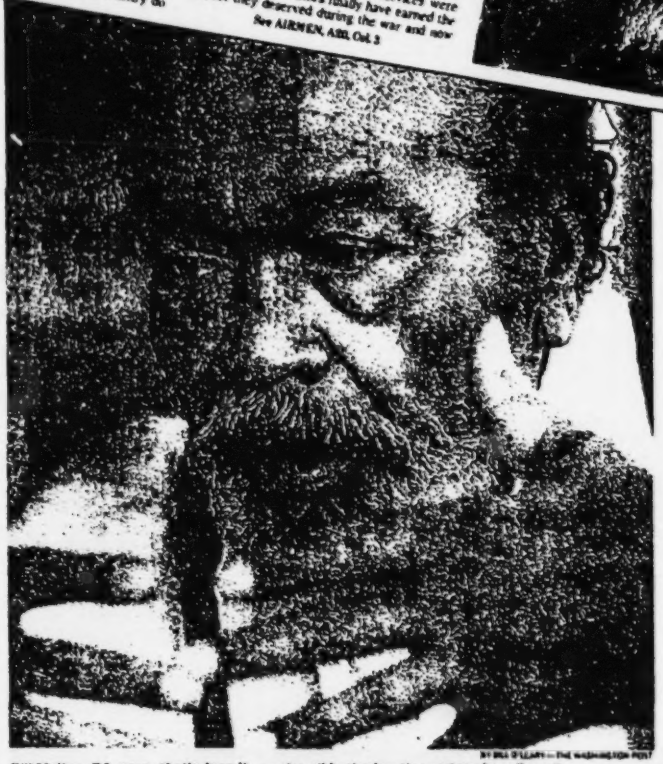
Most of the men acknowledged that the print signing gave them the kind of opportunity they love, to swap stories and remember old friends.

They describe themselves as brothers.

"There are no fraternities in the world that have the kinds of bonds we have," Dryden said to nods of agreement. "We talk, *compare notes, recall stories.*"

And tell stories they did. Over breakfast, lunch and dinner. Early in the morning and late at night. Most of the men were planning to return home today and Sunday.

Vernon V. Haywood, 74, told of how fear gripped him when British gunners mistakenly fired on him and his fellow pilots as they returned in fighter planes from a mission patrolling the coast and harbors of Italy. Melton recalled his horror at seeing a fellow pilot crash into the sea while skimming the water to avoid enemy radar.



Bill Melton, 74, says, "Let's face it—we're all in the fourth quarter of our lives."

And they talk about something all of them remember—what it was like to be black in a segregated Army Air Corps. They recall the lost promotions as whites bypassed them up the chain of command. And they remember the few whites who treated them decently.

One of those was Col. Noel Parrish, the commander of the flight training school at Tuskegee Army Air Field, 30 miles from Montgomery, Ala.

"I don't want you to get the notion that no whites were supportive. There were a few," Dryden said, adding that although he is still angry, he is not bitter. "I would say 95 percent of the guys love Colonel Parrish. He's a man who supported us."

Parrish was one of the few high-ranking men in the segregated armed services who believed that black men could perform as well as whites could as fighter pilots, and he made it his mission to make sure that every Tuskegee pilot got the same level of training being given to white pilots at the time, Melton said.

Parrish, who eventually became a brigadier general, died in 1987.

"He made sure we could cut the mustard. He obviously gave his heart and soul to the project," Melton said.

"He was damn sure a fair man and had remarkable insight into our situation. He thought [that] if a man was asked to risk his life for his country, he ought to be treated with respect. He was okay with me."

Headline for the story's continuation reads "Five Decades Ago, Famed WWII Airmen Had to Fight Jim Crow as Well as Hitler."

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Activity 2: NEWSPAPER ARTICLE— DOUBLE V CAMPAIGN

These Men Developed The "Double V" Idea

EDITOR'S NOTE: The Pittsburgh Courier's "Double V" idea, created in the mind of James G. Thompson of Wichita, Kansas, and brought to glowing light through the brilliant pen of Wilbert L. Holloway, Courier staff artist, has swept the nation like wildfire.

The letter of Mr. Thompson, which appeared first in our issue of January 31, is reprinted here, because of its over all significance and because of its gem-like literary value.

The editors of The Pittsburgh Courier suggest that everyone who reads this letter, clip it out and place it in a conspicuous place... where all may see AND read!

DEAR EDITOR:

Like all true Americans, my greatest desire at this time, this crucial point of our history; is a desire for a complete victory over the forces of evil, which threaten our existence today. Behind that desire is also a desire to serve, this, my country, in the most advantageous way. Most of our leaders are suggesting that we sacrifice every other ambition to the paramount one, victory. With this I agree; but I also wonder if another victory could not be achieved at the same time.

After all, the things that beset the world now are basically the same things which upset the equilibrium of nations internally, states, counties, cities, homes and even the individual.

Being an American of dark complexion and some 26 years, these questions flash through my mind:

"Should I sacrifice my life to live half American?"

"Will things be better for the next generation in the peace to follow?"

"Would it be demanding too much to demand full citizenship rights in exchange for the sacrificing of my life."

"Is the kind of America I know worth defending?"

"Will America be a true and pure democracy after this war?"

"Will colored Americans suffer still the indignities that have been heaped upon them in the past?"

These and other questions need answering; I want to know, and I believe every colored American, who is thinking, wants to know.

This may be the wrong time to broach such subjects, but haven't all good things obtained by men been secured through sacrifice during just such times of strife?

I suggest that while we keep defense and victory in the forefront that we don't loose sight of our fight for true democracy at home.

The "V for Victory" sign is being displayed prominently in all so-called democratic countries which are fighting for victory over aggression, slavery and tyranny. If this V sign means that to those now engaged in this great conflict then let colored Americans adopt the double VV for a double victory...The first V for victory over our enemies from without, the second V for victory over our enemies within. For surely those who perpetrate these ugly prejudices here are seeing to destroy our democratic form of government just as surely as the Axis forces.

This should not and would not lessen our efforts to bring this conflict to a successful conclusion; but should and would make us stronger to resist these evil forces which threaten us. America could become united as never before and become truly the home of democracy.

In way of an answer to the foregoing questions in a preceding paragraph, I might say that there is no doubt that this country is worth defending; things will be different for the next generation; colored Americans will come into their own, and America will eventually become the true democracy it was designed to be. These things will become a reality in time; but not through any relaxation of the efforts to secure them.

In conclusion let me say that though these questions often permeate my mind, I love American and am willing to die for the America I know will someday become a reality.

JAMES G. THOMPSON.

Please note: *This newspaper article has been re-typeset to improve readability. No wording, punctuation, or layout has been altered in the process. The original article appeared on page 5 of the* Courier. *It was centered on the page and was surrounded with photos related to Mr. Thompson receiving an award for his effort.*

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At the Museum—Find a Hero at the "Black Wings" Exhibition

TIME REQUIRED: 1 HOUR, PLUS TIME FOR A DOCENT-LED TOUR

Activity 3

OVERVIEW

After studying the biographies of early black aviators, students will visit the "Black Wings" exhibition at the National Air and Space Museum. They will examine the objects and images in the exhibition to help them select a person they can call a hero, one who exhibits some of the same strengths and strategies as the African American aviator whose biography they have read. Students will also interact with Museum Docents to learn about current heroes—African Americans in the space program.

OBJECTIVES

Students will be able to identify how African American aviators overcame challenges. Students will recognize how the challenges faced by African American aviators have changed over time. Students will use objects and images from the exhibition to answer factual and interpretive questions about blacks in aviation.

MATERIALS

* A clipboard for each student to use while visiting the exhibition.
* A copy of the handout, "Find a Hero—'Black Wings' Exhibition Guide Sheet," for each student.
* A copy of the handout, "African American Pioneer Astronauts." (When you speak to the Docent prior to your trip, confirm that he or she will distribute copies of this handout at the Museum, or consider making copies for your students and bringing them with you to the Museum.)

PREPARATION

1. Before visiting the Museum, have students discuss the five aviators whose biographies are presented in this Teacher's Guide. Have them talk about why they admire each of the aviators. What personality traits, choices, attitudes, or techniques for achieving goals does the aviator have that makes him or her admirable? What did this person think, do, or say that makes the students like him or her?

   Teaching note: Students can choose from among the aviators if they read all five biographies. If they read only one biography, have students meet in small groups with others who read a different biography and have them give each other an overview of each aviator featured in the Teacher's Guide.

2. Have each student write a paragraph about the aviator they most admire. The paragraph should answer the questions in Item 1, above.

3. Explain to students that, when they visit the Museum, they will be looking for other African American aviators who share the traits they admire in the person they wrote about in class. They will be looking for information about this aviator. There are at least two sources of information they can use while at the Museum: the images and text from the exhibition, and the Docent who will be giving them a tour.

4. You will be called by the Docent who will lead your tour at the National Air and Space Museum. Discuss this activity with the Docent and ask him or her to be prepared to help students learn more about the photographs of aviators they see in the exhibition.

5. Distribute copies of the handout, "Find a Hero—'Black Wings' Exhibition Guide Sheet." Have students attach the paragraph they wrote to the handout so

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they can refer to their own writing as they look for another African American aviator hero.

6. Before students arrive at the Museum, pose the following question: Now that we've been studying the history of African American pioneers in aviation, what questions do you have about African American participation in aviation today? Discuss and record their questions. Tell students that they will get a chance to learn about African Americans in aviation after World War II and in the space program. They will receive the handout, "African Americans in the Space Program," while they are at the Museum, and their Docent will answer questions about today's African American aviators.

PROCEDURE

1. Students will participate in the Docent-led tour of the "Black Wings" exhibition.
2. Working individually or in pairs, have students complete the "Find a Hero" guide sheet. This data-retrieval tool will help students examine the objects and images in the exhibition closely and enable them to answer questions about the exhibition after they return to the classroom. The "Find a Hero" guide sheet should take students about 20 minutes to complete.
3. During this activity, Docents will answer students' questions or, if asked in advance, give a short talk about three or four selected aviators. The Docents will be very helpful during this part of the activity by functioning as a kind of living textbook. If you will not be bringing your class to the Museum, your students may complete this research activity in the library or on the Internet.
4. After students have completed the "Find a Hero" guide sheet, your Docent will distribute copies of the handout, "African Americans in the Space Program." The Docent will use this page of photographs to give a brief talk about each aviator. For more information on these and other aviators, students can visit NASA's Observatorium web site and go to the page "Honoring African American Aviators" at http://observe.ivv.nasa.gov/nasa/exhibits/afam_astro/afam_astro.html.
5. In the Museum or back in the classroom, ask students to discuss their hero and the images they recorded on the guide sheet.

REFLECTION AND DISCUSSION

During the trip (or upon your return to school) discuss these concepts:

* What makes a person a hero?
* How have the challenges faced by African American aviators changed over time?
* How have African American aviators' strategies for facing challenges changed?

To answer these questions, have students refer to their "Find a Hero" guide sheet.

EXTENSIONS

1. Be sure to have Docents take students to see the planes significant to the history of blacks in aviation, including the model of the "Jenny" (similar to the one flown by Bessie Coleman) and the Tuskegee-era P-51 in the World War II gallery. Also, have the Docent take your students to Space Hall, where they will be able to see a mannequin of Guion S. Bluford, Jr., the models of the Space Shuttle and of the International Space Station (on which African Americans will play a role).
2. Over the next few years the "Black Wings" exhibition will be revised and updated. What changes or additions would your class like to see? How will these changes affect the overall message about blacks in aviation that the exhibition communicates to visitors?
3. Have students write to the African American aviators in the space program, asking them any questions raised during this activity.

CURRICULUM CONNECTIONS

* Social Studies: American history, learning with primary and secondary sources
* Language Arts: recording information, drawing conclusions in writing

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GUION S. BLUFORD, JR. (COLONEL, USAF)

Guion Bluford was the first African American in Space. He was selected to be an astronaut in 1978. His first mission was the STS-8 (Challenger), which launched from Kennedy Space Center on August 30, 1983 The STS-8 was the first shuttle to be launched and land during the night. Bluford also served as mission specialist aboard STS 61-A (Challenger) in 1985 andSTS-39 (Discovery) in 1991.

Bluford was born in Philadelphia, Pennsylvania. He earned a bachelor's degree in Aerospace Engineering from Pennsylvania State University; a master's degree with distinction in Aerospace Engineering from the Air Force Institute of Technology; a doctor of philosophy in Aerospace Engineering with a minor in Laser Physics from the Air Force Institute; and a master's degree in Business Administration from the University of Houston, Clear Lake.

Currently, Bluford is vice president and general manager of the Engineering Services Division, NYMA, Inc., Brook Park, Ohio.

FREDERICK D. GREGORY (COLONEL, USAF)

Frederick Gregory was the first African American Space Shuttle Commander. A veteran of three shuttle missions, he became commander when he flew on the STS-33 (Discovery) in 1989. He was also commander of the STS-44 (Atlantis) in 1991. His first mission was as a pilot of STS-51B Challenger) in 1985. He was selected to be an astronaut in 1978.

Gregory was born in Washington, DC. He earned a bachelor's degree from the United States Air Force Academy and a master's degree in Information Systems from The George Washington University.

Currently, Gregory is the associate administrator of Safety and Mission Assurance at NASA Headquarters in Washington, DC.

BERNARD A. HARRIS, JR. (M.D.)

Bernard Harris was the first African American to walk in space, during the STS-63 (Discovery) mission. He was the payload commander of the 10-day mission in 19v5. Dr. Harris was also part of the crew of the STS-55 (Columbia) in1993. He was selected by NASA to be an astronaut in 1990.

Dr. Harris was born in Temple, Texas. He earned a bachelor's degree in Biology from the University of Houston and a doctorate of Medicine from the Texas Tech University School of Medicine.

CHARLES F. BOLDEN, JR. (COLONEL, U',MC)

Charles Bolden was a veteran of three space flights serving as pilot on STS-61C (Columbia) in 1986 and STS-31 (Discovery) in 1990, and was mission commander on STS-45 (Atlantis) in1992. The STS-45 was the first Spacelab mission dedicated to NASA's Mission to Planet Earth.

Bolden was born in Columbia, South Carolina. He received a bachelor's degree in Electrical Science from the United States Naval Academy and a master's degree in Systems Management from the University of Southern California.

Currently, Colonel Bolden serves at the Assistant Deputy Administrator, NASA Headquarters, Washington, DC.

MAE C. JEMISON (M.D.)

Mae Jemison was the first African American women in space. She served as mission specialist on STS-47 (endeavor) in 1992. Astronauts on this cooperative mission between the United States and Japan conducted experiments in life science and materials processing. Dr. Jemison was selected as an astronaut candidate by NASA in June 1987.

Jemison was born in Decatur, Alabama, but considers Chicago, Illinois, to be her home. She earned a bachelor's degree in Chemical Engineering from Stanford University and a doctorate of Medicine from Cornell University.

Currently, Dr. Jemison is president of The Jemison Group, Inc., Houston, Texas

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STUDENT NAME _____

Find a Hero—"Black Wings" Exhibition Guide Sheet

Today you will visit the "Black Wings" exhibition and hear about the African American aviators from your tour guide (Docent). Your job is to find a person pictured in the exhibition who, for you, is a hero of African American aviation. The person you choose as a hero should be someone who has the same personal strengths or uses the same strategies to overcome obstacles as the black aviator you have written about in class. Try to find an aviator from a time period other than the one you have already described.

Examine the pictures in the exhibition closely. Read the captions and other gallery text. Listen to the information and stories your Docent shares with you. Then choose a hero. You'll write about your new hero on this exhibition guide sheet.

Name of your hero: _____

Picture(s) of your hero: _____

_____

Describe what you see in the picture of your hero: _____

_____

_____

Date of birth (exact or estimated) of your hero: _____

Five important facts about your hero:

1. _____
2. _____
3. _____
4. _____
5. _____

Three reasons you chose this person as a hero:

1. _____
2. _____
3. _____

How is this aviator similar to the aviator you wrote about in the classroom?

_____

_____

_____

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Boeing 727 (NASM)

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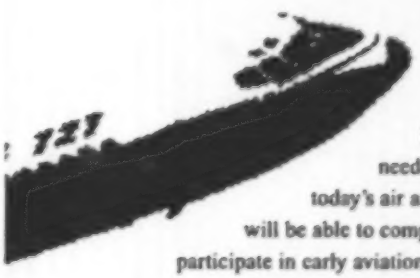
Planning an Aviation Career

TIME REQUIRED: ONE TO TWO CLASS PERIODS

Activity 4

OVERVIEW

If a student is considering a career in aviation, what steps should he or she take? Students read interviews with two young African American aviators, then develop a career plan for themselves or an imaginary student who wants to be an aviator.



OBJECTIVES

Students will be able to identify education, training, and early experiences needed to pursue a career in today's air and space industry. Students will be able to compare the skills needed to participate in early aviation with those skills needed in the contemporary air and space industry.

BACKGROUND INFORMATION

Before beginning this activity, familiarize yourself with aviation career resources on the Internet and in your community.

- Visit NASA's Aeronautics Learning Laboratory for Science Technology and Research (ALLSTAR) on the web at http://www.allstar.fiu.edu/ for a detailed teacher resource guide with lessons on aeronautical history, principles, and careers. This site contains searchable information on all aviation careers.
- Contact your local airport or military base to find out whether it offers tours or has a speakers bureau of aviators or recruiters who will visit your school and speak to your students.
- Visit the web site of the Organization of Black Airline Pilots (OBAP) at http://www.obap.org. Contact your local chapter to find out whether OBAP will send a speaker to your school.

VOCABULARY

NASA's ALLSTAR Network puts aviation careers into four categories: Service, Technical, Manufacturing, and Sales. This vocabulary list provides just a few examples of careers from each category.

- **Service:** Flight Attendants, Passenger Service Agents, Operations Managers
- **Aviators:** Astronauts, Pilots
- **Technical:** Flight Service Specialists, Air Traffic Controllers, Ground Radio Operators
- **Manufacturing:** Scientists and Engineers, Technicians
- **Sales:** Ticket Agents, Sales Representatives, Insurance Agents

PREPARATION

For each student, make copies of the interviews with the two African American aviators—Anthony Manswell and Fred Lane—featured in the Teacher's Guide.

PROCEDURE

1. Distribute copies of the Manswell and Lane interviews and ask students to read them.
2. Have students answer the following questions about the interviews.

- Why does this person like being an aviator?
- What early experiences—before high school graduation—helped this person start on the path to becoming an aviator?
- How and where did this person earn his flying credentials?
- How much of this person's success as an aviator is due to luck, and how much is due to hard work?
- How does this person's career path differ from that of the early aviators: Bessie Coleman, William J. Powell, Willa Brown, C. Alfred "Chief" Anderson, and Benjamin O. Davis, Jr.?

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3. After discussing their answers to the aviator interview questions above, tell students they are going to be creating a career plan for a person who wants to be an aviator. If they are interested in an aviation career, they can write the career plan for themselves. Or they can write the career plan for an imaginary student who wants an aviation career. The career plan should include the following information:

* Student's name and age
* Student's career goal (What kind of aviation job does the student want?)
* Student's current strengths (and weaknesses) in school
* What experiences should the future aviator try to have while still in middle or high school?
* Who could serve as an aviation mentor for this student?
* What should be the student's plans upon graduating from high school? What local flight schools or universities could the student attend? What choices does the military offer the budding aviator?

4. Students can learn more about career options in aviation by doing the following:

* Visiting web sites listed on the Teacher Resources page of this Guide
* Looking for aviation-related ads in the employment section of the local paper and studying the job requirements
* Visiting the school or local library for aviation career resources
* Discussing career and training options with a school guidance counselor.

REFLECTION AND DISCUSSION

African Americans are still a small minority in the field of aviation. Ask students why they think African Americans are still underrepresented in this field.

EXTENSIONS

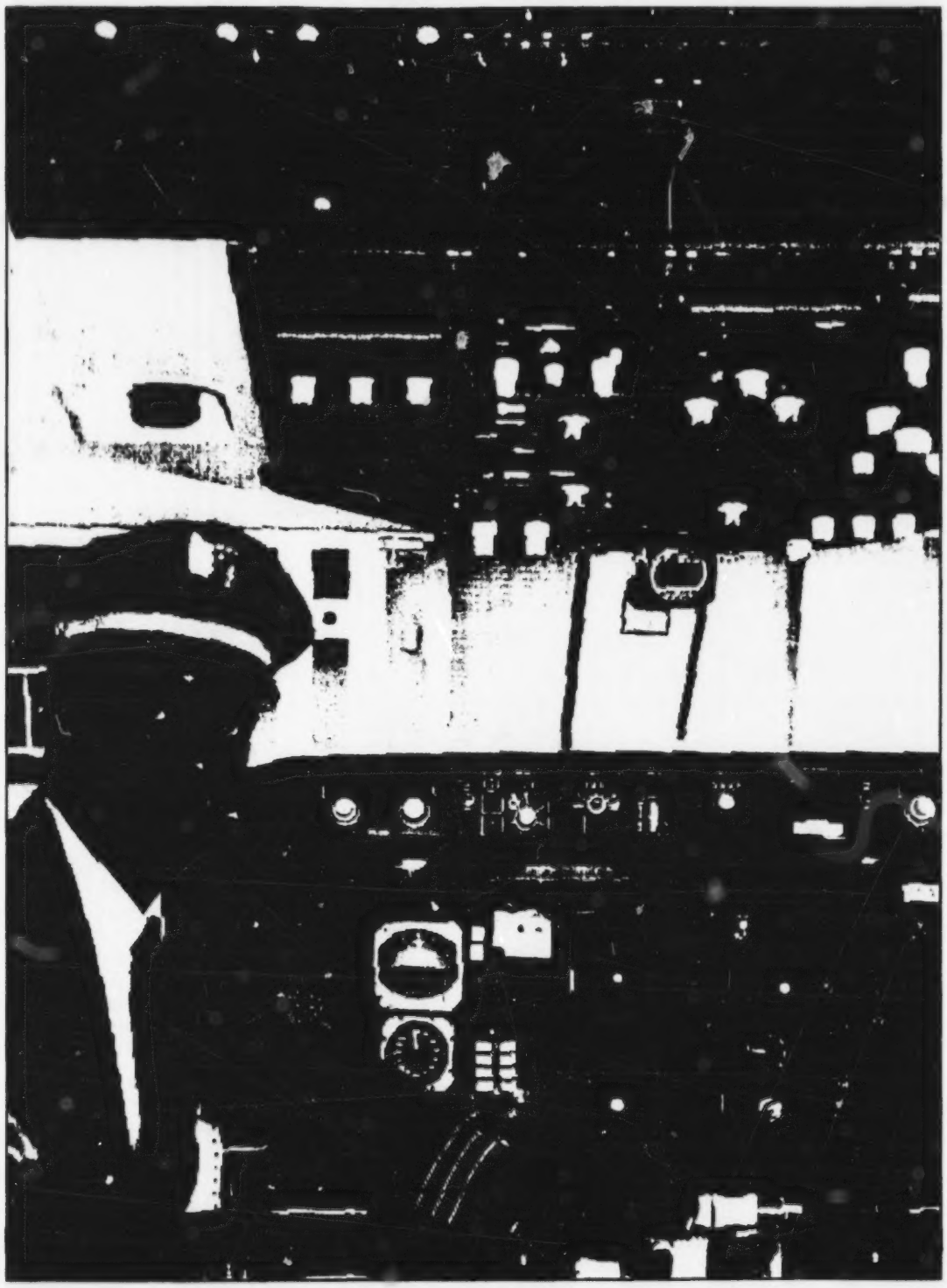
1. Invite a pilot, flight instructor, aviation engineer, or a person who works in another aviation-related job, to speak to the class on how he or she reached career goals.
2. Go to the video store and make a list of 10 recent films that focus on pilots, planes, rockets, helicopters, airports, or any other aspect of aviation. Find one person who has seen each film and interview that person. Ask the following questions:

* Do you remember any African American aviators in this film?
* If so, what role did they have? Were they pilots?
* Did the film refer to any difficulties they might have had reaching their career goals because of their race?

Based on the answers to the interview questions, do you think the movie portrayal of African Americans in aviation is consistent with the image you got from reading the two interviews with African American aviators?

CURRICULUM CONNECTIONS

* Career education: career planning
* Language Arts: reading and writing



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Anthony Manswell, Commercial Airline Pilot

Anthony Manswell, 33, is a commercial airline pilot. A first officer with United Airlines, Manswell also flies military jets as a reservist for the Air National Guard.

"I got involved in aviation in high school. I grew up in Brooklyn and I could see airplanes going into Kennedy Airport. At my school, Wingate High School, students could participate in an aviation program after their junior year. In the past the aviation program had been a way to get the truant, pesty kids out of the school for a while each week. But our teacher, Mr. David Strachen, believed in the kids and turned the program into something more challenging. In fact, five students who graduated from Wingate's flight program are flying with major airlines. We had classes on aviation and aerodynamics, and then once a week they would take us to the airport to go flying. The program paid for 400 hours of flight time. We were expected to keep our grades up. If you had failing grades you weren't going to the airport.

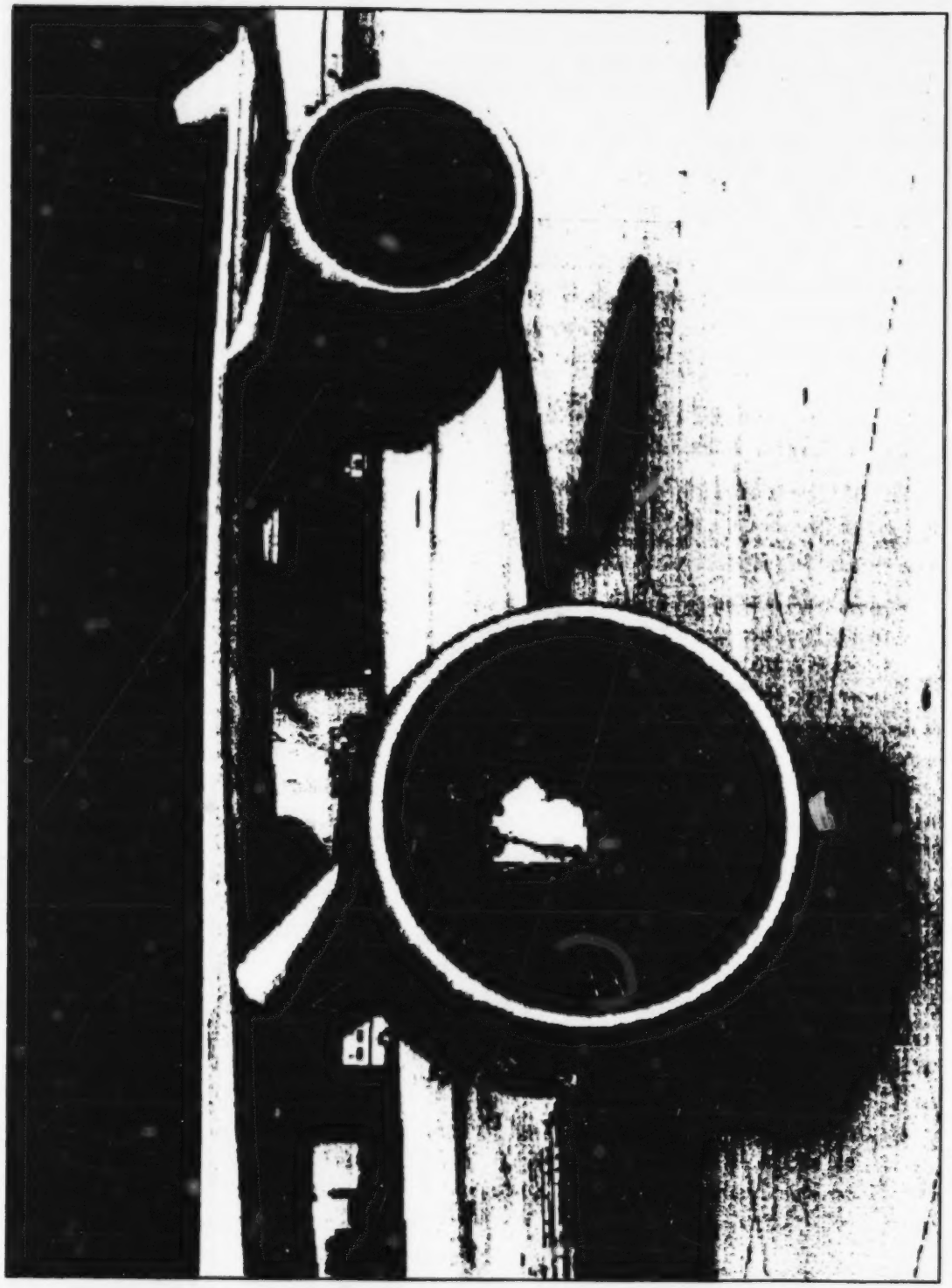
"In my senior year, Mr. Strachen said, 'If you want an aviation career and your parents can't afford expensive schools, write to the FAA (the Federal Aviation Administration) and get the names of flight schools.' He advised us to go to a state with better weather than New York's, where it's difficult to fly in the winter. Ten of us picked Alabama Aviation and Technical College, a two-year college. The school was shocked when we arrived; most of the African Americans at the school were majoring in auto or aviation maintenance. But as soon as we graduated, they started hiring some of us as flight instructors.

"Alabama Aviation is a self-paced school, so I completed the program in about nine months. I earned several licenses: private, commercial, instrument, flight instructor airplane, flight instructor instrument, and multi-engine. I stayed at Alabama Aviation as an instructor for two years while working on my bachelors degree in aviation operation management at Troy State University. When I graduated from Troy in 1986, I applied to Air New Orleans, a commuter airline. I was based in Panama City, Florida, and flew passengers from there to cities such as Orlando, New Orleans, and Birmingham. It was a stepping stone to getting on with the major airlines.

"While working for Air New Orleans, one of my other goals was to fly high-speed military jets. I prepared for the Air Force Officer qualifying test and applied to Air National Guard units. I was selected for officer school and pilot training by a guard unit in Pennsylvania. With the assistance of my mentor, Maj. James T. Whitehead, I began my military training: pilot training in Texas, survival school in Washington, then fighter lead-in in New Mexico, where you get to do "Top Gun" moves. My commitment to the unit is six years, two of which are in training. I fly fighter airplanes about six times per month. "There are some unique rewards to being an African American pilot. Sometimes when there are African American passengers coming on board they say, 'Are you the pilot? Can I take a look in the cockpit? I've been flying for lots of years, and I've never flown with an African American pilot.'

"My advice to kids is, if you want to be a pilot, you should focus on math and science. But really, you want to focus on all the subjects. If you've got A's in math and F's in speech and music that gets looked at. You need good grades overall.

"A lot of kids are told they don't have the ability to fly. My high school counselor told me that, and I proved him wrong. I want to tell kids, if you want to fly, don't let anyone tell you that you can't or deny you that goal in life. Pursue it to the max, if possible. Set that flame afire and keep it burning. Don't let anyone put it out. The rewards are great—it's a great career and a great life."



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Fred Lane, Corporate Pilot

Fred Lane, 40, is a corporate airline pilot. He flies Lear jets for an aircraft management company and transports high-level executives to meetings all over the world.

"I've been interested in aviation since I was in elementary school. (I played hooky to watch space launches on TV.) My parents were involved in a group called Negro Airmen International (NAI). Both had taken flight lessons and become pilots. When I was about thirteen, NAI started a summer camp in Tuskegee, Alabama: Tuskegee Flight Academy. I was one of the first to participate in that program. Every morning we went to flight school, and every afternoon we went flying. In fact, 'Chief' Anderson was my first instructor. I had my first solo flight at sixteen when I went to a flight school at the Florida Institute of Technology. That's the youngest you can solo.

"I grew up in Brooklyn, New York, and a lot of what I experienced as a black American was tinged by racial prejudice. For me, aviation represented an opportunity to do things and meet people that wouldn't normally be in my realm. Also, I'm a very visual person, and I love the experience of seeing the world from the perspective you get in a plane.

"After high school, I attended college, but I didn't decide to be a pilot until I was twenty-nine. I started flight school in January 1988 and had earned all my ratings (instrument, commercial, flight instructor, etc.) by March 1989. After 15 months of flight school, I had spent close to $38,000! Money's always an issue with aviation. I've polished airplanes, and even hit up my parents for more allowance, to earn the money to continue to fly.

"My first job was [that of] instructor at American Flyers flight school in New York. In 1990 I got my first job flying jets for Flight International. In 1992 I became a stockbroker, but I went back to flying in 1995. In 1996 I got into corporate aviation.

"Students who want to go into aviation should focus on math, science, civics, and leadership classes. They'll need to master the sciences and develop leadership skills. When you're a pilot you're working with others: a cockpit with two people, or a crew of three. Once you become the captain you have to be manager, counselor, and coach. Successful pilots study regulations and systems constantly. The difference between a successful outcome and an emergency depends on the pilot's knowledge. Pilots, and students, must study to master the materials, not just pass a test.

"As an African American pilot, I'm a member of a unique fraternity. There is sense of camaraderie among black professional pilots that you don't find anywhere else. You do positively impact the world view of people who wouldn't normally run into you. It's still difficult for African Americans to become pilots. To begin with, there are about 700 to 800 professional African American pilots; that's less than 1 percent. In the corporate ranks there are even fewer. We don't have enough exposure to opportunities. For example, the local airport with the flight school [may not be] close to where we live, so we have to be willing to work doubly hard to network and make friends. We must be experts at cultivating information: joining the organizations and reading the professional journals.

"As a corporate pilot, I make it possible for passengers to fly anonymously, on their own schedule, and in comfort. My passengers are powerful: CEOs, the secretary of a federal agency, even a prince. This week I flew one passenger from meeting to meeting—from North Dakota to San Diego, to San Francisco, to Montreal. Next week I might end up in the Caribbean. Corporate pilots get to fly brand new airplanes. I like the diversity, excitement, and comfort of corporate flying, but I'm interested in flying for an airline, too. In fact, I'd like the chance to be involved in structuring an airline.

"Aviation is a tough career; your dues-paying is long. You have to keep your vision. Renew it, stay dedicated to it, and look for opportunities to grow."

Resources for Teachers

BOOKS FOR ADULTS

Astor, G. *The Right to Fight: A History of African Americans in the Military.* California: Presidio Press, 1998.

Davis, B. O., Jr. *Benjamin O. Davis, Jr., American: An Autobiography.* Washington, D.C.: Smithsonian Institution, 1991.

Hardesty, V., and D. Pisano. *Black Wings: The American Black in Aviation.* Washington, D.C.: Smithsonian Institution, 1983.

Jakeman, R. *The Divided Skies: Establishing Segregated Flight Training at Tuskegee 1934-1942.* Alabama: University of Alabama Press, 1992.

Powell, W. *Black Aviator: The Story of William J. Powell.* Edited by V. Hardesty. Washington, D.C.: Smithsonian Institution, 1994.

Rich, D. *Queen Bess: Daredevil Aviator.* Washington, D.C.: Smithsonian Institution, 1993. (This biography is a good choice for middle school students as well.)

BOOKS FOR STUDENTS

Cooper, M. *The Double V Campaign: African Americans in WW II.* New York: Lodestar Books, Penguin Putnam, Inc., 1998.

Hart, P. *Flying Free: America's First Black Aviators.* Minneapolis: Lerner Publications, 1992.

Lindbergh, R. *Nobody Owns the Sky: The Story of Bessie Coleman.* Massachusetts, Candlewick Press, 1998.

McKissack, P., and F. McKissack. *Red-Tail Angels: The Story of the Tuskegee Airmen.* New York: Walker & Company, 1995.

Sakurai, G. *Mae Jemison: Space Scientist.* New York: Children's Press, 1998.

WEB SITES

http://www.nasm.si.edu
The National Air and Space Museum's web site offers the electronic version of this publication, free teacher resource materials, online activities for students, and information about school tours.

Organization of Black Airline Pilots (OBAP)
Information about OBAP's goals and programs, and useful links.

http://www.allstar.fiu.edu/
NASA's Aeronautics Leaning Laboratory for Science Technology and Research (ALLSTAR): "encouraging all students, especially minority students, to study and pursue the Aeronautics discipline." Presents a detailed teacher resource guide with lessons on aeronautical history, principles, and careers.

http://www.prime-tech.com/allstar/
Join the ALLSTAR Network Internet Learning Lab for information on aircrafts, aviation, flight science, aeronautics, and careers in engineering and science. Interact with scientists in the Prime Technologies' ALLSTAR Discussion Forum. Tour the Blacks in Aviation Photo Gallery.

http://www.hq.nasa.gov/office/codef/education/online.html
NASA On-line Resources for Educators

http://www.electriciti.com/bmaxwell/
The Tuskegee Airmen International site offers a history of the Tuskegee experience and photographs of the planes the airmen flew. It also lists local chapters of the organization.

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CERTIFICATE OF PARTICIPATION

awarded to

Name of Student

For scholarship and creativity in the study of African American Pioneers in Aviation, a museum-based learning project of the National Air and Space Museum, Smithsonian Institution, Washington D.C.

Teacher Date Director, National Air and Space Museum

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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